

Pupil Premium



The Governors of

*Herons Dale Primary
School*

have adopted the following policy:

Pupil Premium

Reviewed by: Teresa O'Connell

Date: Sept 2020

Review Date: October 2021

Pupil Premium

Herons Dale Primary School – “We Can Do Anything!”

School Vision statement:

In our safe and happy school, we work together, communicating effectively to ensure everyone has access to a supportive and creative learning environment, providing challenges and celebrating all achievements.

Herons Dale Primary School aims to provide:

Happy days filled with learning

Experiences which develop a fit and healthy lifestyle

Relevant, broad, balanced, creative and inclusive curriculums

Opportunities to be part of the community

Nurturing relationships

Stimulating learning environments where pupils feel safe and secure

Diverse and personalized approaches to learning

All-encompassing communication

Life skills development

Encouragement and support to have respect, confidence, and resilience

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Pupil Premium – What is it?

Almost 10,000 children in West Sussex are living in poverty as reported in the Children's Commissioner Report, April 2020.

Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers.

The Pupil Premium is primarily aimed at Reception to Year 11 pupils who are from low-income families and are eligible for Free School Meals (FSM).

This category now includes any child that has been registered for FSM in the past 6 years (known as 'Ever 6 FSM').

'Pupils entitled to Free School Meals are only half as likely to achieve five good GCSEs as their peers.'
The Schools White Paper

The funding also covers children in care aged 4–15 who have been looked after continuously for more than 6 months

Pupil Premium - How much do we receive?

£600 per child eligible for FSM and per child identified as 'Ever 6 FSM'

£600 per child who is looked after.

£250 per child of a service family

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We ensure high expectations and aspirations for pupils in receipt of PPG and Children Looked After focusing on 'how pupils could do better if...'
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Priorities

When compared to their peers, **disadvantaged pupils** on average:

- have less home support for their learning
- have weaker language and communication skills
- are more likely to have significant difficulties in basic literacy and numeracy skills
- experience more frequent behaviour difficulties
- are less likely to believe they can control events that affect them

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Provision

The range of provision the Governors may consider making for this group could include:

- Reducing class sizes
- Providing additional support (this could include investing in training for HLTA's)
- Access to enrichment and residential opportunities
- Support to ensure pupils feel part of the school community
- Teaching children strategies in metacognition and regulation (this could include investing in the west Sussex safeguarding curriculum, play therapy, Forest school)
- Early intervention and high-quality early years provision (this could be role-play resources, communication resources, music therapy to support communication)
- Investing in digital technologies to support learning
- **Increasing Parental involvement and Activities (this could include: SeeSaw, Family Liaison Officer parent workshops)**

All our work through the pupil premium will be aimed at improving progress and positive experiences in school and ensure children within these groups are attaining in line with peers.

Reporting

This will be the responsibility of the designated leaders for disadvantaged pupils. The Designated Safeguarding Lead - Teresa O'Connell and Deputy DSLs, will produce regular reports for the Governors' and publish online details of their Pupil Premium allocation and their planned spend for the year ahead and the impact this had; specifically:

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the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
an outline of the provision that was made since the last meeting
an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Roles and Responsibilities:

Herons Dale Primary School has designated leaders for disadvantaged pupils. This is the DSL, Teresa O'Connell and Deputy DSLs, as KCSiE 2020 puts a responsibility on DSLs for the academic outcomes for vulnerable pupils who are often disadvantaged

The Headteacher and curriculum team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in eliminating any gaps for pupils in receipt of the PPG.

They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.

Through Performance Management arrangements and Pupil Progress meetings, they will make sure eliminating any gaps is a priority area of focus for the school.

The curriculum team have day to day responsibility for coordinating the implementation of this policy and monitoring outcomes.

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The curriculum team will be responsible for producing regular reports and sharing all information on Pupil Premium with the Management Committee on:

- the progress made for PP pupils in relation to education targets and national standards
- identified gaps in attainment and progress made towards closing these gaps
- the provision that has been put in place to support PP pupils including any new initiatives
- an evaluation of impact
- Staff understand barriers to learning for your disadvantaged children/young people?
How are these barriers to learning removed?

Our Management Committee has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Specific training on raising the achievement of disadvantaged is available as enhanced / bespoke programme of support to governors.

Teaching and Support Staff will:

- understand their responsibilities for their disadvantaged learners in their classrooms
- All leaders held accountable for progress in their areas
- input into development of the whole school pupil premium strategy
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusion in their classrooms which enables pupils from disadvantaged backgrounds to thrive.
- Plan and deliver lessons to a high standard, so that gaps can be eliminated and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have proven track record

Early years staff will

- Identify and engage with disadvantaged children and their families that are starting in September and keep up this engagement throughout their time in school
- Foundation stage staff and the designated disadvantaged lead are equipped to address the needs of the disadvantaged children starting at the school in September. Barriers to learning will be identified and rapidly addressed